

# A Comparative Study of Social Skills Among Urban and Rural Senior Secondary School Students

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**Abstract-** The present study aims to conduct a comparative analysis of social skills among urban and rural senior secondary school students. The primary objective was to examine how education and locality (urban or rural) influence social skills such as cooperation, self-confidence, leadership, empathy, communication, and social responsibility. The sample comprised 620 students studying in classes XI and XII, including 322 urban and 298 rural students from Bareilly district. A descriptive survey method was adopted for the study. To measure social skills, the Social Skills Rating Scale developed by Vishal Sood, Aarti Anand, and Suresh Kumar was used. Mean and Standard Deviation were calculated, while t-test and one-way Analysis of Variance (ANOVA) were employed for statistical analysis. The findings revealed that the overall level of social skills among urban and rural students was largely similar, though rural students showed slightly better performance at higher levels of social skills. Significant differences were observed within different levels of social skills among both urban and rural groups. The study concludes that local environment and social experiences play a crucial role in the development of students' social skills.

**Keywords -** Social Skills, Senior Secondary School Students, Urban and Rural Locality.

## I Introduction

The objective of education is not limited to intellectual development alone; rather, it aims at the holistic development of students, including their social, emotional, and moral personality. Schools provide a structured social environment where students develop essential social skills such as communication, cooperation, empathy, leadership, and social participation (Sharma, 2018). Social skills refer to the abilities that enable individuals to establish positive, effective, and adaptive interactions with others. These include cooperation, leadership, empathy, self-control, politeness, problem-solving, and communication skills (Gupta, 2021). The development of social skills not only supports academic success but also prepares students to become responsible citizens of society. In a diverse country like India, locality—urban or rural—significantly influences students' social behavior. Urban students are generally exposed to competitive environments, advanced technology, and diverse social experiences, whereas rural students often grow up in close-knit communities influenced by traditional values and collective living (Tiwari, 2019). Due to these differences, it becomes essential to examine whether students belonging to urban and rural areas differ in their level of social skills.

Therefore, the present study attempts to compare the social skills of urban and rural senior secondary school students and to understand the influence of locality on their social development.

## II. Need and Significance of the Study

In the present era of rapid technological advancement and intense competition, a noticeable decline in students' social skills has been observed. Factors such as family disintegration, excessive dependence on technology, individualism, and value erosion have negatively affected cooperation, empathy, and social participation among students (Mishra,2020).Schools are increasingly expected to promote value-based education and social learning, as a lack of social skills adversely affects students' personal development, academic achievement, and social adjustment(Chaturvedi,2017). Social skills foster cooperative learning, effective communication, self-regulation, and group work abilities, making students more socially responsible individuals (Government of India, 2020).Differences in social conditions, educational resources, and family environments between urban and rural areas may result in variations in students' social skills. Hence, this study is significant in examining whether locality (urban/rural) influences the social skills of senior secondary students.The findings will contribute to the fields of educational psychology, school education, and value education, and will provide guidance to policymakers, teachers, and parents in enhancing students' social skills.

### Research Questions

- Is there a significant difference in social skills between urban and rural senior secondary school students?
- Does locality (urban/rural) influence different dimensions of social skills such as cooperation, self-control, empathy, and communication?

### Statement of the Problem

A Comparative Study of Social Skills among Urban and Rural Senior Secondary School Students

### Operational Definitions of Key Terms

Senior Secondary School Students - Students studying in classes XI and XII, generally belonging to the age group of 16–18 years.

Social Skills- Social skills are the personal abilities that enable an individual to establish positive, effective, and adaptive social interactions with others.

Comparative Study- A study that involves the comparison of social skills between urban and rural students.

Locality- In the present study, locality is categorized into urban and rural areas.

### Objectives of the Study

- To assess the level of social skills among urban and rural senior secondary school students.
- To compare the social skills of urban and rural senior secondary school students.

### Hypotheses of the Study

- There is no significant difference in the level of social skills between urban and rural senior secondary school students.
- Locality (urban/rural) does not significantly influence students' social skills.

**Delimitations of the Study** The study is delimited to selected senior secondary schools of Bareilly district. Only students of classes XI and XII were included, and the total sample size was limited to 620 students.

### III. Research Methodology

**Research Design-** The descriptive survey method was adopted for the present study.  
**Population** The population consisted of students studying in classes XI and XII in senior secondary schools affiliated with the Uttar Pradesh Board of Secondary Education in Bareilly district.

#### Sample and Sampling Technique

Table 1 Locality based data samples.

Sr No	Sample		students	Total
1	On the basis of Locality	Rural	298	620
		Urban	322	

**The sample was selected from different Tehsils of Bareilly district.**

Table 2 Tehsil based data samples.

S.No.	Tehsil	Locality		Day
		Rural	Urban	
1	Baheri	50	48	98
2	Aonla	31	39	70
3	Nawabganj	55	46	101
4	Meerganj	41	38	79
5	Faridpur	42	54	96
6	Bareilly	79	97	176
	Total	298	322	620

#### Research Tool

The Social Skills Rating Scale developed by Vishal Sood, Aarti Anand, and Suresh Kumar was used to measure students' social skills.

Statistical Techniques Used

Mean and Standard Deviation ,t-test ,One-way Analysis of Variance (ANOVA)

Data Analysis and Interpretation

#### Distribution of Social Skill Scores of Urban and Rural Senior Secondary School Students of Bareilly District

The table 03 clearly indicates that there is no substantial difference between urban and rural senior secondary school students with respect to their levels of social skills. In both localities, the highest proportion of students falls under the "Average" level of social skills, with 22.36% of urban students and 22.81% of rural students belonging to this category. At the High and Very High levels, the percentage of rural students (11.07% and 12.08%) is slightly higher than that of urban students (10.86% and 10.55%). On the other hand, at the Below Average and Very Low levels, urban students show marginally higher representation compared to rural students. These findings suggest that, overall, urban and rural students exhibit a similar pattern of

social skill development, with only minor variations across different levels. However, rural students demonstrate a slightly better performance at higher levels of social skills. The analysis revealed that most students from both urban and rural areas belonged to the average level of social skills. Percentages at higher levels of social skills were slightly greater among rural students, while urban students showed marginally higher representation at lower levels.

Table 3 Social score levels.

variable	Social Skill Level	Score	Locality	Number of Students	Percentage (%)
Social Skill	Very High	Above 423	Urban	35	10.86%
			Rural	33	11.07%
	High	401-422	Urban	34	10.55%
			Rural	36	12.08%
	Above Average	380-400	Urban	54	16.77%
			Rural	48	16.11%
	Average	351-379	Urban	72	22.36%
			Rural	68	22.81%
	Below Average	330-350	Urban	49	15.22%
			Rural	44	14.76%
	Low	308-329	Urban	44	13.67%
			Rural	40	13.42%
	Very Low	307-de	Urban	34	10.57%
			Rural	29	09.75%

**Summary of ANOVA(Social Skills of Urban Senior Secondary School Students of Bareilly District)**

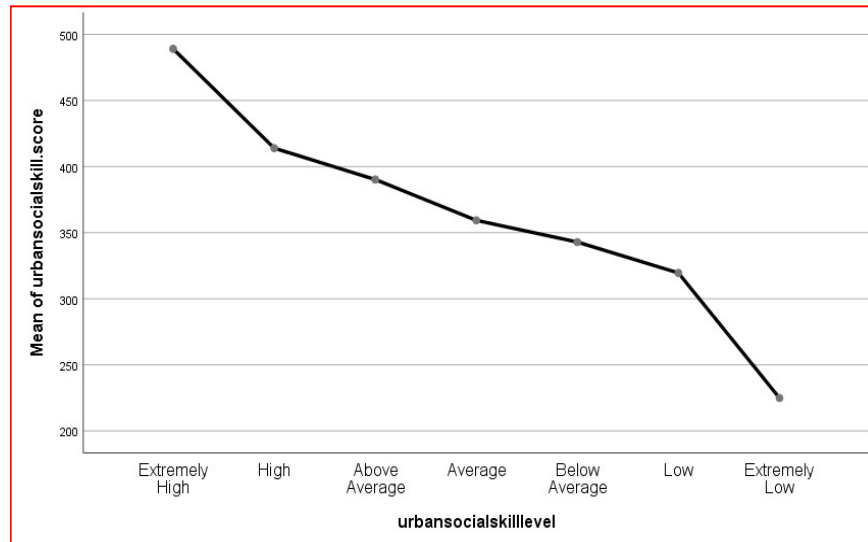


Table 4 Summary of ANOVA.

Source of Variation	Sum of Squares	df	Mean Square	F-value	Significance
Between Groups	1,437,042.171	6	239507.028	110.854**	0.01
Within Groups	680,575.891	315	2160.558		
Total	2,117,618.062	321			

\*\* Significant at 0.01 level

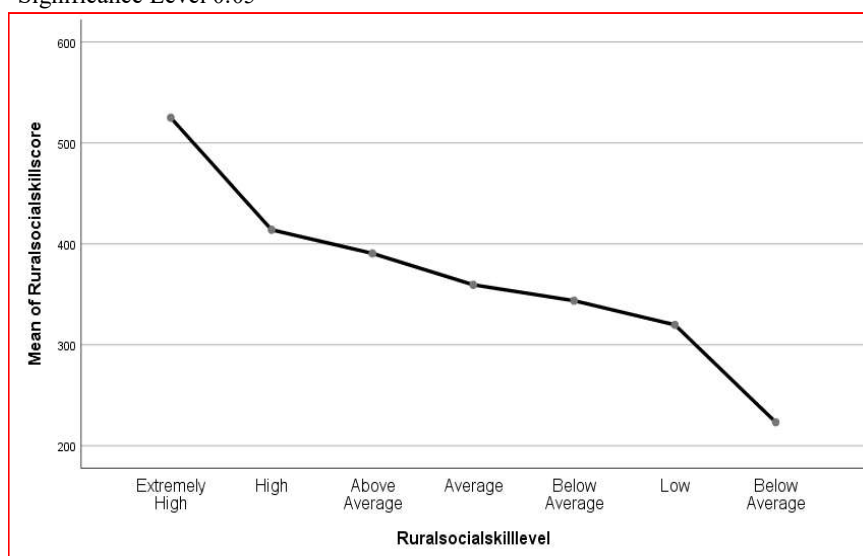
According to the results obtained through ANOVA, a statistically significant difference was found among the different levels of social skills of students belonging to the urban area. The table clearly shows that the sum of squares between groups was 1,437,042.171, resulting in a mean square value of 239,507.028. The sum of squares within groups was 680,575.891, with a corresponding mean square value of 2,160.558. The calculated F-value was 110.854, which was found to be significant at the 0.01 level. Thus, it can be concluded that there exists a statistically significant difference among urban students with respect to different levels of social skills. This finding indicates that all urban students do not possess similar levels of social skills. Summary of ANOVA (Social Skills of Rural Senior Secondary School Students of Bareilly District)

**Source of Variation Sum of Squares df Mean Square**

Table 5 Sum of square and Mean square value.

Source of Variation	Sum of Squares	df	Mean Square	F-value	Significance
Between Groups	1644430.826	6	274071.804	74.116**	0.01
Within Groups	1076075.191	291	3697.853		
Total	2720506.17	297			

\*Significance Level 0.05



The ANOVA results indicate a statistically significant difference in social skills among urban senior secondary school students across different levels. The obtained F-value (110.854) is significant at the 0.01 level, suggesting that the variation in social skill scores among different groups is not due to chance. This finding implies that urban students do not possess uniform levels of social skills; rather, there exists considerable variation among students across different social skill levels.

**Comparison of Social Skills between Urban and Rural Senior Secondary School Students of Bareilly District**

Table 6 Soft skill based comparison.

Variable	Locality	Number of Students	Mean	Standard Deviation	df	T test
Social Skills	Urban	322	362.24	81.222	618	.875
	Rural	298	368.46	95.704		

\*Significance Level 0.05

A comparison of social skills of senior secondary school students of Bareilly district was conducted on the basis of locality. The study included the social skill scores of 322 urban and 298 rural students. The mean social skill score of urban students was 362.24 with a standard deviation of 81.222, whereas the mean score of rural students was 368.46 with a standard deviation of 95.704. The df was 618, and the obtained t-value was 0.875, which was found to be not significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference in the level of social skills between urban and rural senior secondary school students was accepted.

**IV. Major Findings**

- Overall, urban and rural students exhibited similar levels of social skills.
- Rural students performed slightly better at higher levels of social skills.
- Significant variation in social skills was found within both urban and rural groups.
- The hypothesis stating no significant difference between urban and rural students was accepted.
- Educational Implications
- The study highlights the importance of creating a supportive and cooperative learning environment in schools. Teachers should emphasize collaborative learning activities, life-skills education, and value-based education to enhance students’ social skills.
- The findings can help educators design programs to promote empathy, self-control, leadership, and positive attitudes among students, regardless of their locality.

**V. Social Implications**

From a social perspective, the study is significant as societal progress depends on socially responsible, empathetic, and cooperative citizens. Balanced development of social skills among students can promote harmony, tolerance, and social cohesion. Understanding the influence of locality enables parents, teachers, and social institu-



tions to provide equal opportunities and supportive environments for students' social development.

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